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ABSTRACT

In the past several years, Tacoma Community College (TCC) has devoted increasing attention to evaluating faculty and staff performance. In recognition of the benefits of a growth-oriented evaluation process over a summative evaluation, the counselors and the Dean for Student Services at TCC developed a comprehensive evaluation system for counselors designed to promote professional growth and development. In order to assess counselor performance, precise criteria were established and defined for a full range of counselor responsibilities, including group and individual counseling, educational planning and advising, consultation, ethical and legal standards, personal and professional development, teaching, governance, service to college and community, and research. Evaluative data are gathered from five sources: (1) the counselor being evaluated; (2) the students/clients served by the counselor; (3) a peer counselor from within the college; (4) a peer from outside the college; and (5) the counselor's direct supervisor. The evaluation process requires at least two full terms to complete. Following peer evaluation activities, debriefing sessions, and student surveys, the counselor finalizes the self-evaluation and completes a statement of counseling philosophy. The evaluation process is detailed in appendixes, which include evaluation criteria, surveys, and other evaluation instruments. (JMC)

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DEVELOPING AND IMPLEMENTING A COUNSELOR EVALUATION PROGRAM

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DEVELOPING AND IMPLEMENTING A COUNSELOR EVALUATION PROGRAM

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PREFACE

In the past several years increasing attention has been devoted to evaluating faculty and staff performance. This concern for evaluation has been influenced by many factors, including demands for accountability, an interest in educational excellence, and an interest in improving institutional and student outcomes. While accountability issues often drive faculty evaluation, an evaluation program which is developmental, rather than summative, is more likely to result in individual improvement. A formative evaluation which focuses on improvement and faculty professional development establishes a priority on educational excellence and improving student and institutional outcomes. It was these interests, more than the demands for accountability, which guided the development of counselor evaluation at Tacoma Community College.

THE DEVELOPMENT PROCESS

In the early 1980's, the administration at Tacoma Community College began working with the faculty to develop an evaluation process for instructional faculty. This was followed by a request to the Dean for Student Services to develop an evaluation process for Counseling faculty. The recognition of the benefits of a growth-oriented evaluation process, the counselors and the Dean developed a comprehensive evaluation system designed to promote professional growth and development. Underlying this purpose is the belief that professional growth and development is not an end in itself, but the beginning of more effective counseling directed toward enhancing student success.

The benefits of counselor evaluation include: assurance of high quality counseling services; defining and setting of professional development goals; assessment of progress toward those goals; program improvement through assessing program priorities; assessing environmental factors influencing counseling; accountability to self, students, colleagues, and administrators; personal and program rejuvenation through sharing issues, styles, perspectives, and expectations; providing administrators with first-hand insight into the counselor's job; recognizing and validating a job well done; and providing a guide for tenure review.

The evaluation prgram was developed over one and a half years by a committee composed of three counselors and the Dean for Student Services, working together in an atmosphere of mutual trust and respect. Critical to the success of the venture was both administrative and counselor support for counselor evaluation and the commitment of a considerable amount of time. All must see the value in evaluation and be willing to work together to develop a viable program.

The Dean and three counselors met approximately every three weeks and, through a process of brainstorming and consensus decision making, developed the accompanying document. Our goal was to create a comprehensive formative evaluation. To do so we decided to incorporate multiple sources of evaluation (self, TCC peer, outside expert, students, and administrator) and to develop specific criteria with corresponding

matrices for rating.

Our primary resources were course materials from a Central Washington University course, "Continuing Level Certification for School Counselors," the Washington State Manual for Student Services, a brochure entitled Counseling in Washington State Community Colleges, and the TCC instructional faculty evaluation program. These documents were the starting point for extensive discussion which led to establishing the criteria to be evaluated. It was noteworthy that we were able to consider the strengths of each team member when assigning tasks. For example, we designated the person with strong organizational skills to record, allowing other committee members to brainstorm creatively without the responsibility of writing down ideas. We were fortunate to have excellent secretarial support as we revised many drafts.

During the development process drafts were shared with the entire counseling department. This provided valuable feedback to the committee and helped create support for the program. Once the evaluation program was developed, a counselor from the committee volunteered to be evaluated in a pilot run of the program. The pilot run resulted in additional revisions of the evaluation program.

OVERVIEW OF THE COUNSELOR EVALUATION PROGRAM

In order to assess counselor performance, we identified the full range of counselor responsibilities, from individual student counseling to community involvement. While each counselor is not expected to meet each and every responsibility all of the time, the range of criteria identified provides a complete picture of the many and varied responsibilities required of a counselor over time. There are nine major criteria categories established and defined (see **Table 1**). Each category is sub-divided into more precise criteria, under which skills demonstrating counselor performance are delineated. These counseling skills are ones which seem essential to facilitating student growth, development, and learning. For example, under the first major category, Group and Individual Counseling, there are four sub-categories of criteria, each one of which is supported by a listing of skills. The first sub-category concerns maintaining the proper psychological and physical environment for counseling. One of the skills used in maintaining the proper psychological environment is counselor respect for individual students. Another skill is demonstration of concern for the student. The criteria are stated as specific, observable behaviors which can be evaluated by one or more people. The many criteria, sub-categories of criteria, and individual skills are contained in the counselor evaluation document (see **Appendix A, pages 3-12**).

TABLE I

EVALUATION CRITERIA

1. **GROUP AND INDIVIDUAL COUNSELING** addresses the counselor's skills in facilitating positive growth with a focus on the client's attitudes, behaviors, and emotions in both individual and group counseling settings.

2. **EDUCATIONAL PLANNING AND ADVISING** addresses academic and vocational program planning and goal setting.

3. **CONSULTATION** involves assisting faculty and staff who are working with students, assisting student groups, and being an advocate for students.

4. **ETHICAL AND LEGAL STANDARDS** speaks to counselors acting in accord with ethical and legal standards.

5. **PERSONAL AND PROFESSIONAL DEVELOPMENT** involves counselors demonstrating self-understanding and engaging in professional development activities.

6. **TEACHING** includes preparation, classroom implementation, records management, and student evaluation.

7. **GOVERNANCE** includes all non-instructional and non-counseling activities performed in the operations of the College. Examples include committee work, department activities/meetings.

8. **SERVICE TO COLLEGE AND COMMUNITY** goes beyond regularly assigned duties to include membership in local organizations, serving as advisor to student organizations, and organizing and presenting forums or activities of public benefit.

9. **RESEARCH** involves both staying current in the field and conducting or influencing college research activities.

Each of the criteria listed in the document is evaluated in numerous ways and by various people. There are five sources of evaluative data: 1) the counselor being evaluated; 2) the students or clients served by the counselor; 3) a peer of the counselor's from within the college; 4) a peer from outside the college; and, 5) the counselor's direct supervisor. Each evaluator is asked to provide information on those areas which he or she is in the best position to directly observe. (**Appendix B, pages 13-14** lists the areas of responsibility of each evaluator.)

Students are asked to complete surveys of their perception of counselor performance in four areas: personal counseling, career counseling, educational planning, and classroom instruction (see **Appendix C**). The peer evaluators observe the counselors (or view video tapes) in at least three counseling situations involving personal, career, or educational counseling. The peer evaluators also meet with the counselor for general discussion on counseling approaches and philosophy, and debrief

the counseling sessions with the counselor. Following these activities, each peer evaluator completes a survey (see **Appendixes D and E**) which addresses criteria primarily in the individual and group counseling sessions, but which also include a few other areas. The counselor rates him/herself on every criteria (see **Appendix F**) and also writes a personal statement of counseling philosophy. Each of the surveys or evaluation instruments uses a Likert-style rating system.

The administrator, however, has multiple sources for completing the administrative evaluation and does not use a numerical rating system. The administrator meets with the peer evaluators and the counselor in the debriefing sessions, views video tapes of counseling, reviews all sources of evaluative data, and directly observes the counselor's performance. The administrator makes no attempt to total the ratings from the individual evaluation forms in order to arrive at a final "score". Nor is the result of one counselor's evaluation compared with another. Rather, the supervisor pulls all the information together in a narrative form of evaluation addressing the nine major criteria categories and selected sub-categories (**Appendix G**).

IMPLEMENTING THE EVALUATION PROCESS

The evaluation process requires at least two full terms to complete. It is important to note that the major responsibility for conducting the evaluation falls on the counselor, not on the supervisor. This is intentional as the process is not just an evaluation. It is, in fact, a professional development experience for the counselor. The procedures and timelines for managing the evaluation process are described in the evaluation document (see **Appendix A, pages 1-3**).

The process itself, while time consuming and somewhat cumbersome, is more than just a paperwork exercise; it results in a number of positive outcomes for those involved. The counselor, in meeting with his or her peers, has the opportunity to take part in professional discussions and receive valuable feedback about counseling skills. As one counselor stated, "After graduate school there are few opportunities for feedback about your counseling skills. We work in a vacuum, and it's hard to maintain your counseling skills without receiving any feedback. This evaluation process breaks that vacuum." For the counselor being evaluated and the peer evaluators, this is a learning process which is therapeutic, stimulating, and energizing. The peer evaluation component is the most valuable aspect of the process, as it is the counselor's dialogues and discussions with peers which lead directly to improving counseling methods and becoming a more effective counselor.

However, the peer evaluation component also carries with it a major responsibility--the necessity for all parties to engage in the process with trust, openness, honesty, and a willingness to work. Given the opportunity to engage in professional discussion and feedback, counselors are generally eager to do so. But it helps if the counselors have a basis for trusting that the evaluation process is for professional growth and development to increase counselor effectiveness rather than for personnel reasons. Therefore, it falls on the administration to create an environment which enables trust and openness by setting up the evaluation process as formative rather than summative.

For the administrator involved, the evaluation process is also a learning experience. Viewing the video tapes and engaging in discussions with the counselors is educational for anyone who has been long in an administrative post, as one is reminded of what it is like on the "front line". The administrator has the opportunity to really see what counselors do and to appreciate the complexities and difficulties of the job. There is the chance to learn more about counseling theories, methods, and outcomes as well. Finally, it is an opportunity for the the administrator to be a positive player in the counselor's professional development activity.

After the peer evaluation activities, debriefing sessions, and student surveys are completed, the counselor finalizes the self-evaluation and completes a statement of counseling philosophy. The administrator then reviews all of these, considers his or her own observations, and completes the narrative evaluation. For the administrator, this can be the most time consuming part of the process, and the most difficult. It involves bringing many ideas and opinions together, sorting them out, and evaluating the counselor's skills and effectiveness, as well as identifying areas for improvement. A background in counseling is useful and lends credibility to the administrator's evaluation. But one cannot underestimate the value of discussion with the peer evaluators in forming assessments about a counselor's strengths and weaknesses. In a personal meeting, the administrator and the counselor thoroughly discuss the evaluation process and the results or feedback from the different evaluations. The purpose of the meeting is to arrive at an overall assessment of the counselor's performance and to agree on goals the counselor will pursue.

CONCLUSION

To date both TCC counselors and administrators have reported a high degree of satisfaction with our evaluation program. The success of the program reflected the degree of involvement and ownership counselors had in developing their own system, as well as their trust in the administration to use it for growth purposes only. We will consider the evaluation program to be open to improvement and make revisions as the need arises. For example, we are implementing a follow-up system to facilitate counselors in achieving the professional development goals set as a result of evaluation. We have also increased the number of criteria to be assessed by the peer evaluators and the administrator.

Many people devote a considerable amount of time and energy to the counselor evaluation process over a period of six to eight months. The rewards for all involved are definitely worth the effort. The counselors who have been evaluated have experienced a sense of renewal and recommitment to the counseling profession. In addition, the members of the evaluation team found the process professionally stimulating as it provided a forum to discuss counseling theory, styles, and techniques. The evaluation process is an excellent opportunity to talk together, for counselors and peer evaluators to learn and improve their skills, and for the counselor being evaluated to establish goals that will enhance student learning and success.

RESOURCES

"Continuing Level Certification for School Counselor"; Central Washington University, Counselor Education Program, Ellensburg, Washington.

Counseling in WAshington State Community Colleges, Counseling and Guidance Directors Association of Washington Community Colleges, February 10, 1984.

Directors and Challenges: A Manual for Student Services. Washington State Student Services Commission, 1989.

APPENDIX A

TCC COUNSELOR EVALUATION PROGRAM

APPENDIX A

TACOMA COMMUNITY COLLEGE

COUNSELOR EVALUATION
PERFORMANCE CRITERIA

PREAMBLE

The intention of the evaluation process is to produce professional growth and learning experiences for counselors in order to enhance student learning.

The following criteria represent the full range of counselor responsibilities from counseling to professional growth and community involvement. Together, they convey the expectations for exemplary performance.

These criteria are organized under nine categories: COUNSELING; EDUCATIONAL PLANNING & ADVISING; CONSULTATION; ETHICS & LEGAL PRACTICES; PROFESSIONAL & PERSONAL QUALITIES; TEACHING; GOVERNANCE; SERVICE TO COLLEGE AND COMMUNITY; AND RESEARCH (optional area).

These criteria do not appear on each of the evaluation's five parts (student evaluation of counselor, self-evaluation, TCC peer evaluation, outside peer evaluation, and administrator's evaluation of counselor). That is, only those criteria that students are in the best position to know about are included in the student evaluation; only those that the immediate supervisor is in the best position to know about are included in the administrator's evaluation.

PROCEDURE

Each counselor will participate in this evaluation process every five years. The evaluation will consist of information gathered over two quarters from five of the following sources: The evaluee (self-evaluation), students, TCC and outside peer evaluators, and the supervisor. The two-quarter-long procedure will provide an opportunity to evaluate a broad cross section of counselor activities and will reduce the potential for any one quarter skewing the evaluation's results.

* * * * * * * * * * * * * *

FIRST QUARTER

First to fourth week. Administrator and counselor meet to review the purpose and procedures of the evaluation. The counselor will identify a TCC peer evaluator, with counseling background for evaluating counseling or a TCC instructional or counseling colleague for evaluating teaching. With concurrence of the immediate supervisor, the counselor will identify the outside peer evaluator.

Fifth to seventh week. The evaluee will meet with peer evaluators to review the purpose and procedures of the evaluation process and to arrange for observations and/or audio-visual tapes of counseling sessions and teaching.

TACOMA COMMUNITY COLLEGE

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Fifth to seventh week. The evaluee will meet with peer evaluators to review the purpose and procedures of the evaluation process and to arrange for observations and/or audio-visual tapes of counseling sessions and teaching.

Fifth to ninth week. The administrator will arrange for student evaluations to be administered, collected, and tabulated. If fewer than the total number of counselor's classes are to be evaluated in any quarter, the administrator will select the classes. Student evaluations will be administered to counselees.

Results of the student evaluations will be forwarded to the administrator and the counselor as soon as they are available.

Fifth to tenth week. Peer evaluation activities will take place. Counseling peer evaluators will observe counseling sessions or review tapes and classroom instruction. Evaluator will observe one to three classes.

SECOND QUARTER

First to fourth week. Peer evaluation activities will take place.

First to fourth week. Administrator arranges for the student evaluation in one or more of the evaluee's classes. The administrator arranges for student evaluations to be administered to counselees.

Fourth to sixth week. Evaluee completes self-evaluation and writes a statement of counseling philosophy or personal theory of counseling. The counselor then meets with peer evaluators to review evaluations, arrive at an assessment of evaluee's performance, and identify professional improvement goals. Peer evaluations are forwarded to the administrator by the fifth week.

Seventh week. Evaluee finalizes self-evaluation and statement of counseling philosophy and forwards them to the administrator. Administrator completes administrator evaluation based on information from direct observation, the counselor's self-evaluation, the peer evaluations, review of tapes, etc.

Eighth to eleventh week (or no later than three weeks following the end of the second and final quarter). In a personal meeting, the administrator reviews the following with the evaluee.

1. Self-evaluation
2. Administrator's evaluation
3. Student evaluations
4. TCC peer evaluations
5. Outside peer evaluation

The purpose of this meeting is to arrive at an overall assessment of the evaluee's performance and to identify the goal(s) the evaluee chooses to work toward prior to the next evaluation.

Following this meeting, the administrator writes a summary of the counselor evaluation, including agreed upon goals.

No effort will be made to total the results of these sources to arrive at a final "score" or to compare the results of one counselor's evaluation with another's. Nor will this evaluation be used to take any personnel action against a counselor.

NOTE: Refer to "Procedures for Peer Evaluation" section for more detailed information on this aspect of the evaluation process.

RECORDS

Following the overall performance appraisal meeting, the evaluee's self-evaluation, the student evaluation summaries, the TCC peer evaluation summary, the outside peer evaluation summary, the administrator's evaluation, and the counselor's evaluation summary will be forwarded to the Office of the Executive Dean of Academic and Student Affairs. Each evaluee's file will be kept current for a period of at least two evaluation periods. Unless an employee gives written permission, the college President, the Executive Dean for Academic and Student Affairs, the appropriate Division Chair/immediate supervisor, and the employee are the only individuals who will have access to his or her evaluation file.

EVALUATION CRITERIA

GROUP AND INDIVIDUAL COUNSELING

Counseling addresses the effectiveness with which counselors' facilitate the positive growth of counselees through an increased understanding of self and environment and a focus on attitudes, behaviors, and emotions of counselees in individual and group counseling settings. The criteria define those aspects critical to successful counseling.

CRITERIA

I. The counselor maintains the proper environments for counseling by:

A. Maintaining the proper psychological environment.

1. The counselor demonstrates respect for individual counselees.

2. Counselees perceive that the counselor is accessible.

3. The counselor enables counselee to freely express feelings, thoughts, and views.

4. The counselor demonstrates concern for individual counselees.

5. The counselor differentiates between self needs and counselees needs.

B. Maintaining the proper physical setting:

1. The counselor provides privacy (visual, auditory, freedom from intrusion).

2. The counselor arranges physical objects so that they present few barriers (seating arrangement, furniture, etc.).

3. The counselor arranges physical objects so they present few distractions (papers, posters, radios, etc.).

4. The counselor has resources readily available as needed (e.g. testing data, college catalogs).

5. The counselor maintains office hours which are conducive to counselees needs.

II. **The counselor demonstrates skills necessary to an effective counseling relationship by:**

A. Communicating effectively by listening, verbalizing, and clarifying.

1. The counselor paraphrases the counselee's statements.

2. The counselor asks questions, when necessary or appropriate, to understand the counselee's non-verbal and verbal communication.

3. The counselor summarizes, or helps the counselee to summarize, the counselee's verbal message.

4. The counselor checks out his/her perception of the counselee's feelings.

B. Helping the counselee relate, analyze, synthesize, and integrate his/her own goals and values while encouraging him/her to make decisions.

1. The counselor helps the counselee to define the problem.

2. The counselor encourages the counselee to consider various alternatives for dealing with a particular situation.

3. The counselor assists the counselee to develop a plan of action for addressing the identified problem.

C. Maintaining empathetic rather than sympathetic involvement with the counselee.

1. The counselor demonstrates a clear understanding of the counselee's feelings.

2. The counselor demonstrates his/her belief in the counselee's capacity for independent action and decision-making.

D. Modifying counseling techniques to meet the needs, concerns, and objectives of individual counselees and the variables of the situation (e.g., individual vs. group counseling).

1. The counselor replies in the terminology used by the counselee.

2. The counselor avoids the frequent use of professional and technical terms with the counselee.

3. The counselor appropriately confronts the counselee with examples of the counselee's behavior.

4. The counselor provides intervention and referral for students in immediate distress.

5. The counselor openly and objectively confronts counselee's expressions of feelings toward the counselor.

6. The counselor honestly reports his/her own feelings when it is appropriate.

III. The counselor demonstrates ability to provide a rationale for counseling procedures by:

A. Identifying and providing a rationale for the counseling techniques used.

B. Illustrating the congruence of stated philosophy with counseling practice.

IV. The counselor demonstrates an ability to help counselees to identify and plan for vocational goals consistent with life goals by:

A. Helping counselees to identify self-determined goals.

1. The counselor helps the counselee to understand and integrate values, interests, and self-concept into the vocational planning process.

2. The counselor makes effective use of appropriate evaluation instruments and activities to help counselees identify their vocational goals.

3. The counselor accurately and clearly interprets interest, aptitude, and personal style inventories.

4. The counselor periodically reviews and evaluates career guidance and personal development instruments and inventories.

5. The counselor helps counselees to utilize resources on career options and professional requirements relevant to their chosen field.

B. Helping counselees to develop a plan to achieve vocational goals.

1. The counselor uses current resources on employment trends.

2. The counselor provides information for obtaining employment, such as resume' writing, interviewing skills, and job search skills.

EDUCATIONAL PLANNING AND ADVISING

Advising and guidance activities address the effectiveness with which counselors provide academic and program planning assistance to counselees and communicate college information to counselees. The criteria are indicators of the counselor's effectiveness in communicating information to assigned advisees and counselees.

CRITERIA

I. The counselor demonstrates an ability to help students understand and utilize the college system by:

A. Providing information to students, individually or in groups, about college programs, services, procedures and resources, degree requirements and requirements of transfer institutions.

B. Assisting students to develop short- and long-term academic and vocational programs.

C. Referring students to college services relevant to their objectives and needs (e.g., tutoring, writing lab, Career Center).

II. The counselor demonstrates an ability to help counselees define and achieve their educational goals by:

A. Helping the counselee to understand and integrate values, interests, and self-concept into the educational planning process.

B. Reviewing advisees' academic progress.

C. Assisting advisees to overcome their academic problems.

D. Effectively using placement evaluation instruments and activities to help counselees identify their educational skill levels and plan appropriate educational programs.

E. Being available for advising appointments at times convenient for most students.

F. Reviewing degree requirements before signing Associate Degree applications.

CONSULTATION

Consultation involves assistance to faculty, staff, and administrators to help them deal with students' psychological, physical, academic, and vocational needs and concerns. Consultation also involves assistance to student groups to help them function more effectively.

CRITERIA

I. The counselor interprets characteristics of students, psychological factors, features of the counseling program, research findings, and other information to college faculty and staff as needed.

II. The counselor consults with individuals and groups by:

A. Working with the referred student and referring faculty or staff to attempt a resolution of the difficulties or issues which precipitated the referral.

B. Providing timely and appropriate feedback to necessary people involved in a consultation situation.

III. The counselor provides services to student populations with specialized needs by:

A. Assisting with needs identification, evaluation, and referral of students to appropriate programs.

B. Assisting in the development of programs, services, and curricular changes to meet the needs of identified student populations.

C. Being familiar with and disseminating information about community service agencies.

IV. The counselor acts as an active advocate for students by:

A. Representing students' perspective to faculty and administrators.

B. Helping counselees understand and utilize an outside agency.

C. Representing the students' point of view in the development of institutional policies and procedures.

ETHICAL AND LEGAL STANDARDS

Ethical and legal standards refer to the counselor's ability to provide professional services consistent with ethical standards and legal limitations. The criteria are indicators of the counselor's ability to act in accordance with ethical and legal standards.

CRITERIA

The counselor demonstrates knowledge of ethical and legal standards and college policies which govern practices by:

A. Performing professional duties in accordance with relevant ethical standards.

B. Accessing information and making referrals concerning current civic, state, and federal regulations & laws which impact students in a given situation.

C. Being knowledgeable and able to accurately articulate college policies related to student rights and responsibilities, grievance procedures, academic standards, etc.

PERSONAL AND PROFESSIONAL DEVELOPMENT

This area addresses the counselor's ability to demonstrate exemplary personal and professional behavior consistent with standards of the profession.

CRITERIA

I. **The counselor demonstrates self-understanding and confidence by:**

A. Recognizing his/her own values.

B. Soliciting feedback or suggestions for improvement.

C. Responding appropriately to constructive feedback.

D. Taking positive steps to create and maintain effective working relationships.

II. **The counselor demonstrates willingness to enhance professional development by:**

A. Participating in academic courses, seminars, and workshops.

B. Participating in staff development activities.

C. Attending professional meetings/conferences, seminars, and workshops.

D. Filing an approved professional improvement plan.

E. Making progress toward achieving objectives of his/her professional improvement plan.

F. Being active in professional organizations.

G. Reading professional journals and other current literature.

H. Contributing to the profession through publishing, consulting, lecturing, or presenting papers.

I. Discussing and observing teaching/counseling methods with peers and colleagues on the TCC campus and through visitations to other campuses.

J. Exchanging ideas with colleagues to improve student learning.

K. Receiving professional recognition (awards, honors, etc.).

L. Consulting appropriate resources as professional needs arise.

M. Assisting others with their professional growth.

N. Being knowledgeable about research in counseling and guidance and able to use research results for program and service development and improvement.

TEACHING

Counselors provide instruction in human development and career development courses. Counselors teach a variety of courses including career exploration, human relations, and college orientation. Teaching criteria are subdivided into four categories.

CRITERIA

I. **TEACHING PREPARATION includes those tasks and activities the counselor performs prior to teaching a course. The criteria include preparation done prior to the first meeting of the course as well as the work done before each class meeting.**

A. Develops a course information sheet which contains the following:

1. Course objectives

2. Schedule of major topics to be covered

3. Schedule of reading assignments

4. Exam schedule, unscheduled exam policy, and make-up exam policy

5. Grading policy--including pass-fail, incompletes, withdrawals, penalties for late assignments, how final grades are determined, etc.

6. Plagiarism and cheating policies

7. Attendance policy

8. Other applicable policies or expectations

B. Reviews course materials annually and revises objectives as needed to incorporate current knowledge and practices.

C. Selects learning resources and activities appropriate for stated objectives.

D. Spends time preparing for each class session.

E. Makes assignments clear.

F. Develops clear, complete, and useful handouts where applicable.

II. **TEACHING IMPLEMENTATION addresses the counselor's effectiveness in the classroom. These criteria define the behavior critical to successful classroom performance.**

A. Includes both theory and applications in course content.

B. Relates course content to experiences of students.

C. Ensures that course content relates with stated objectives.

D. Relates assignments to course content.

E. Demonstrates a broad, accurate, up-to-date knowledge of the subject.

F. Modifies teaching techniques to accommodate specific class variables (class size, teaching mode, facility conditions, etc.).

G. Makes good use of class time to achieve course objectives.

H. Speaks distinctly with sufficient volume and appropriate speed.

I. Clearly explains important ideas.

J. Promotes an environment conducive to learning.

K. Makes use of college and/or community resources as applicable.

L. Ensures that students are free to ask appropriate questions and express relevant opinions.

M. Treats students with respect.

N. Shows interest and enthusiasm in teaching the course.

O. Is perceived by students as being accessible, friendly, approachable, and willing to help..

P. Motivates students to try to improve performance.

III. **TEACHING MANAGEMENT refers to those organizational and recordkeeping activities which are necessarily part of the instructional process.**

A. Keeps current and accurate records of student progress.

B. Evaluates and returns student assignments within a reasonable period of time.

C. Makes students aware of other campus services to assist them in achieving course objectives.

D. Meets classes as scheduled.

E. Develops alternative plans for pre-arranged absences.

F. Submits grades, records, and reports accurately and on time.

IV. **TEACHING EVALUATION encompasses the techniques and instruments used to determine and communicate students' progress and grades.**

A. Relates any required papers/reports/projects to course objectives.

B. Adequately annotates papers, reports, and projects so students understand the grade earned.

C. Keeps students informed of their progress.

D. Discusses with other faculty in the discipline standards to be used for student evaluation.

GOVERNANCE

Governance includes those non-instructional and non-counseling activities performed in the operations of the College. Counselors are expected to participate in these activities.

CRITERIA

I. **Contributes to divisional and/or institutional goals and objectives through pursuit of individual and professional goals.**

II. **Participates in department and division activities.**

III. **Participates in, or chairs, College committees, advisory committees, or special projects.**

IV. Performs routine recordkeeping duties correctly and on time.

V. Coordinates programs (optional).

A. Performs department chair responsibilities according to job description.

B. Performs peer counseling program coordination responsibilities according to job description.

C. Other

SERVICE TO COLLEGE AND COMMUNITY

The college and community benefit when counselors contribute beyond their counseling and teaching duties. Counselors are encouraged to participate in one or more areas of service.

CRITERIA

I. Serves as an advisor to student organizations.

II. Assists students in coordinating and promoting student-related activities (e.g., drama, athletics, TCC CHALLENGE, tutoring, music, field trips, etc.).

III. Serves in community groups as a college representative.

IV. Holds membership/office in local, state, or regional community organization.

V. Organizes and participates in public forums, workshops, lectures, and other activities of public benefit.

RESEARCH (optional area)

Research involves staying current in the field as well as conducting or influencing college research endeavors. The criteria define those aspects central to this activity.

CRITERIA

The counselor facilitates and participates in action or field research which will improve services to students by:

A. Identifying areas or problems which need to be researched.

B. Suggesting valid research designs.

C. Accurately interpreting results of campus-based research using results for program and service development and improvement.

TACOMA COMMUNITY COLLEGE

PROCESS FOR SELECTING PEER EVALUATORS

1. The counselor being evaluated will select TCC peer evaluators. The evaluator for personal and group counseling shall have a counseling background and education. The evaluator for teaching may be an instructional faculty or a TCC colleague with counseling background and education.

2. Selection of the outside evaluator will depend on the mutual consent of the counselor, administrator, and the outside evaluator involved in the evaluation process.

3. The ideal outside peer evaluator process would involve a cooperative exchange of expertise with another higher education institution or agency.

CRITERIA FOR SELECTING OUTSIDE PEER EVALUATORS

1. Practicing counselor with expertise in working with adult populations.

2. Masters degree in counseling or a related field.

3. Individual counselor being evaluated will have the opportunity to identify more specific selection criteria.

PROCESS FOR PEER EVALUATIONS

1. Initial interview between counselor and evaluators to discuss the process, provide background information, and discuss criteria being evaluated.

2. Individual Group Counseling

   A. Counselor tapes (audio-visual tapes) two to four counseling sessions. Tapes should be representative samples of personal, career, and educational counseling sessions and should be of both new and continuing counselees.

   B. If possible, the peer evaluator observes two to four counseling sessions. Sessions should be representative of personal, career, and educational counseling and should be of both new and continuing counselees.

3. Classroom Teaching

   A. The counselor tapes (audio-visual tapes) two to four class sessions.

B. The peer evaluator observes 2 to 4 class sessions.

4. Subsequent interview(s) between counselor and evaluators for background information, clarification, and de-briefing sessions.

5. Counseling peer evaluators complete summary evaluation rating sheet based on tapes, observation, and interviews with the counselor being evaluated. The peer evaluator for teaching prepares a narrative evaluation addressing the teaching criteria.

6. Summation session between peer evaluators and counselor to review peer evaluator's ratings, compare ratings to counselor's self-evaluation, and discuss possibilities for professional growth and improvement. Counselor being evaluated may opt to have individual or group summation session. At the evaluee's request, a joint summation session may be held which will include the administrator, peer evaluators, and the evaluee.

pd:12-7-88
rev. 12/15/88 ta:counev

APPENDIX B

COUNSELOR EVALUATION MATRIX

APPENDIX B

TACOMA COMMUNITY COLLEGE
COUNSELOR EVALUATION

INSTRUCTIONS: Circle rating according to the means of evaluation
RATING SCALE: 1=Inadequate 2= Needs Improvement 3=Acceptable 4=Good 5=Outstanding

GROUP AND INDIVIDUAL COUNSELING

	Means of Evaluation: STUDENT	SELF	TCC PEER	OUTSIDE PEER	ADMINISTRATOR	RATING
I. PROPER ENVIRONMENT						
A. Psychological Environment						
1. Demonstrates respect	x	x	x			1 2 3 4 5
2. Accessible	x	x	x			1 2 3 4 5
3. Fosters expression	x	x	x	x		1 2 3 4 5
4. Demonstrates concern	x	x	x	x		1 2 3 4 5
5. Differentiates between self & client needs	x	x	x	x		1 2 3 4 5
B. Physical Environment						
1. Provides privacy (intrusion-free)	x	x	x	x	x	1 2 3 4 5
2. Few barriers (seating/furniture arrangement)		x	x	x	x	1 2 3 4 5
3. Few distractions (papers, posters, radios)		x		x		1 2 3 4 5
4. Resources readily available (catalog, testing data)		x	x	x		1 2 3 4 5
5. Maintains convenient office hours		x	x		x	1 2 3 4 5

COMMENTS: _____

_____

_____

II. EFFECTIVE COUNSELING RELATIONSHIP						
A. Listening, Verbalizing, and Clarifying						
1. Paraphrases counselee's comments		x	x	x		1 2 3 4 5
2. Asks questions for verbal/non-verbal communication		x	x	x		1 2 3 4 5
3. Summarizes counselee's verbal messages		x	x	x		1 2 3 4 5
4. Checks to perceive counselee's feelings		x	x	x		1 2 3 4 5
B. Relate, Analyze, Synthesize, Integrate Goals/Values						
1. Helps counselee define problem	x	x	x	x		1 2 3 4 5
2. Supports counselee's efforts to weigh alternatives	x	x	x	x		1 2 3 4 5
3. Assists counselee develop action plan	x	x	x	x		1 2 3 4 5
C. Maintains Empathy Rather Than Sympathy						
1. Understanding of counselee's feelings	x	x	x	x		1 2 3 4 5
2. Belief in counselee's independent action	x	x	x	x		1 2 3 4 5

INSTRUCTIONS: Circle rating according to the means of evaluation
RATING SCALE: 1=Inadequate 2= Needs Improvement 3=Acceptable 4=Good 5=Outstanding

EFFECTIVE COUNSELING RELATIONSHIP (continued)

	Means of Evaluation: STUDENT	SELF	TCC PEER	OUTSIDE PEER	ADMINISTRATOR	RATING
D. Modifies Techniques to Meet Needs						
1. Replies in terminology used by counselee		x	x	x		1 2 3 4 5
2. Avoids frequent use of professional/technical terms		x	x	x		1 2 3 4 5
3. Confronts counselee with examples of behavior		x	x	x		1 2 3 4 5
4. Provides crisis counseling		x	x	x		1 2 3 4 5
5. Confronts counselee's expressions of feeling		x	x	x		1 2 3 4 5
6. Honestly reports own feelings		x	x	x		1 2 3 4 5

COMMENTS: _____

_____

_____

III. PROVIDES RATIONALE FOR COUNSELING PROCEDURES

A. Identifies counseling techniques/provides support		x	x	x		1 2 3 4 5
B. Illustrates stated philosophy w/ counseling practice		x	x	x		1 2 3 4 5

IV. HELPS IDENTIFY & PLAN VOCATIONAL GOALS CONSISTENT W/ LIFE

A. Helps Identify Self-Determined Goals						
1. Helps understand/integrate values, interests, etc.	x	x	x	x		1 2 3 4 5
2. Effectively uses evaluation instruments/activities		x	x			1 2 3 4 5
3. Accurately/clearly interprets interest/aptitude	x	x	x	x		1 2 3 4 5
4. Reviews/evaluates career guidance instruments		x	x		x	1 2 3 4 5
5. Helps utilize resources on careers	x	x	x			1 2 3 4 5
B. Helps Develop/Implement Appropriate Employment Plans						
1. Provides information on employment trends	x	x			x	1 2 3 4 5
2. Provides information for obtaining employment	x	x	x		x	1 2 3 4 5

COMMENTS: _____

_____

_____

TACOMA COMMUNITY COLLEGE, COUNSELOR EVALUATION
Page 3 (Draft 12-5-88)

INSTRUCTIONS: Circle rating according to the means of evaluation
RATING SCALE: 1=Inadequate 2= Needs Improvement 3=Acceptable
4=Good 5=Outstanding

		Means of Evaluation									
		STUDENT	SELF	TCC PEER	OUTSIDE PEER	ADMINISTRATOR	RATING				
EDUCATIONAL PLANNING AND ADVISING											
I.	**HELPS STUDENT UNDERSTAND AND UTILIZE THE COLLEGE SYSTEM**										
	A. Provides information to student about college programs	x	x	x	x	x	1	2	3	4	5
	B. Assists students to develop academic/voc programs	x	x	x	x	x	1	2	3	4	5
	C. Refers students to college services relevant to needs		x	x	x		1	2	3	4	5
II.	**HELPS COUNSELEES DEFINE & ACHIEVE EDUCATIONAL GOALS**										
	A. Helps counselee understand/integrate values, interests	x	x	x	x		1	2	3	4	5
	B. Reviews academic progress	x	x	x	x	x	1	2	3	4	5
	C. Assists with academic problems	x	x	x	x	x	1	2	3	4	5
	D. Effectively uses placement evaluation instruments	x	x	x	x	x	1	2	3	4	5
	E. Available for advising appointments at convenient times	x	x	x	x	x	1	2	3	4	5
	F. Reviews degree requirements before signing applications	x	x	x	x	x	1	2	3	4	5
CONSULTATION											
I.	**INTERPRETS INFORMATION TO COLLEGE FACULTY AND STAFF**		x	x		x	1	2	3	4	5
II.	**CONSULTS WITH INDIVIDUALS AND GROUPS**										
	A. Attempt to resolve difficulties/issues of referrals	x	x	x			1	2	3	4	5
	B. Provide timely/appropriate feedback to all involved		x				1	2	3	4	5
III.	**PROVIDES SERVICES TO SPECIAL STUDENT POPULATIONS**										
	A. Assist w/needs identification, evaluation, referral	x	x	x			1	2	3	4	5
	B. Assist w/development of programs, services, changes		x	x		x	1	2	3	4	5
	C. Familiar w/information on service agencies		x	x		x	1	2	3	4	5
IV.	**ACTS AS ACTIVE ADVOCATE FOR COUNSELEES**										
	A. Represents students' perspective	x	x	x		x	1	2	3	4	5
	B. Helps counselees utilize outside agencies	x	x				1	2	3	4	5
	C. Represents students' view re: college policy/procedure		x	x		x	1	2	3	4	5

COMMENTS: _____

INSTRUCTIONS: Circle rating according to the means of evaluation
RATING SCALE: 1=Inadequate 2= Needs Improvement 3=Acceptable 4=Good 5=Outstanding

ETHICAL AND LEGAL STANDARDS

DEMONSTRATES KNOWLEDGE OF ETHICAL AND LEGAL STANDARDS

	Means of Evaluation: STUDENT	SELF	TCC PEER	OUTSIDE PEER	ADMINISTRATOR	RATING
A. Performs professional duties within ethical standards		x	x	x	x	1 2 3 4 5
B. Accesses information on regulations & laws	x	x	x	x	x	1 2 3 4 5
C. Accurately articulates college policies		x	x		x	1 2 3 4 5

COMMENTS: _____

PERSONAL AND PROFESSIONAL DEVELOPMENT

I. DEMONSTRATES SELF-UNDERSTANDING AND CONFIDENCE

A. Recognizes own values		x	x		x	1 2 3 4 5
B. Solicits feedback or suggestions						1 2 3 4 5
C. Deals objectively with constructive feedback		x	x		x	1 2 3 4 5
D. Maintains effective working relationships		x	x		x	1 2 3 4 5

COMMENTS: _____

II. WILLINGNESS TO ENHANCE PROFESSIONAL DEVELOPMENT

A. Participates in academic courses, seminars, etc.		x	x		x	1 2 3 4 5
B. Participates in staff development activities		x	x		x	1 2 3 4 5
C. Attends professional meetings/conferences, etc.		x	x		x	1 2 3 4 5
D. Files an approved professional development plan		x	x		x	1 2 3 4 5
E. Makes progress toward achieving objectives		x	x		x	1 2 3 4 5
F. Active in professional organizations		x	x		x	1 2 3 4 5

COMMENTS: _____

INSTRUCTIONS: Circle rating according to the means of evaluation
RATING SCALE: 1=Inadequate 2= Needs Improvement 3=Acceptable 4=Good 5=Outstanding

WILLINGNESS TO ENHANCE PROFESSIONAL DEVELOPMENT
(continued)

	Means of Evaluation: STUDENT	SELF	TCC PEER	OUTSIDE PEER	ADMINISTRATOR	RATING
G. Reads professional journals/current literature		x	x		x	1 2 3 4 5
H. Contributes to profession through publishing, etc.		x	x		x	1 2 3 4 5
I. Discusses/observes counseling methods with peers		x	x		x	1 2 3 4 5
J. Exchanges ideas w/colleagues to improve student learning		x	x		x	1 2 3 4 5
K. Receives professional recognition (awards/honors)		x	x		x	1 2 3 4 5
L. Consults appropriate resources as needed		x	x		x	1 2 3 4 5
M. Assists others with professional growth		x	x		x	1 2 3 4 5
N. Knows counseling research & uses research results		x	x	x	x	1 2 3 4 5

COMMENTS: _____

_____

_____

TEACHING

I. TEACHING PREPARATION

A. Develops course information sheets containing:						
1. Course objectives	x	x	x		x	1 2 3 4 5
2. Schedule of major topics	x	x	x		x	1 2 3 4 5
3. Schedule of reading assignments	x	x	x		x	1 2 3 4 5
4. Exam schedule, unscheduled/make-up exam policy	x	x	x		x	1 2 3 4 5
5. Grading policy including Pass/Fail, I's, W's, etc.	x	x	x		x	1 2 3 4 5
6. Plagiarism and cheating policies	x	x	x		x	1 2 3 4 5
7. Attendance policy	x	x	x		x	1 2 3 4 5
8. Other applicable policies and expectations	x	x	x		x	1 2 3 4 5
B. Reviews course materials annually/revises objectives	x	x	x		x	1 2 3 4 5
C. Learning resources/activities approp for objectives	x	x	x		x	1 2 3 4 5
D. Prepares for each class session	x	x	x		x	1 2 3 4 5
E. Makes assignments clear	x	x	x		x	1 2 3 4 5
F. Develops clear, complete, and useful handouts	x	x	x		x	1 2 3 4 5

COMMENTS: _____

_____

_____

TACOMA COMMUNITY COLLEGE, COUNSELOR EVALUATION
TEACHING, continued, Page 6 (Draft 12-5-88)

INSTRUCTIONS: Circle rating according to the means of evaluation
RATING SCALE: 1=Inadequate 2= Needs Improvement 3=Acceptable 4=Good 5=Outstanding

II. TEACHING IMPLEMENTATION

		Means of Evaluation: STUDENT	SELF	TCC PEER	OUTSIDE PEER	ADMINISTRATOR	RATING
A.	Includes theory and applications in course content	x	x	x		x	1 2 3 4 5
B.	Relates course content to other subject areas	x	x	x		x	1 2 3 4 5
C.	Ensures course content relates with stated objectives	x	x	x		x	1 2 3 4 5
D.	Relates assignments to course content	x	x	x		x	1 2 3 4 5
E.	Demonstrates broad, accurate, up-to-date knowledge		x	x		x	1 2 3 4 5
F.	Modifies teaching technique/accommodates class variables		x	x			1 2 3 4 5
G.	Teach at level appropriate to the course	x	x	x		x	1 2 3 4 5
H.	Makes good use of class time to achieve objectives	x	x	x		x	1 2 3 4 5
I.	Speaks distinctly w/sufficient volume/appropriate speed	x	x	x		x	1 2 3 4 5
J.	Clearly explains important ideas	x	x	x		x	1 2 3 4 5
K.	Promotes student conduct conducive to learning	x	x	x		x	1 2 3 4 5
L.	Uses college/community resources as applicable	x	x	x		x	1 2 3 4 5
M.	Ensures freedom to ask appropriate questions/expressions	x	x	x		x	1 2 3 4 5
N.	Treats students with respect	x	x	x		x	1 2 3 4 5
O.	Shows interest/enthusiasm in teaching course	x	x	x		x	1 2 3 4 5
P.	Perceived by students: accessible/friendly/approachable	x	x	x		x	1 2 3 4 5
Q.	Relates course content to experiences of students	x	x	x		x	1 2 3 4 5
R.	Effectively uses applicable audio-visual/teaching aids	x	x	x		x	1 2 3 4 5
S.	Motivates students to try to improve performance	x	x	x		x	1 2 3 4 5

COMMENTS: _____

III. TEACHING MANAGEMENT

		STUDENT	SELF	TCC PEER	OUTSIDE PEER	ADMINISTRATOR	RATING
A.	Keeps current and accurate records of student progress		x	x		x	1 2 3 4 5
B.	Evaluates/returns assignments w/in reasonable time	x	x	x			1 2 3 4 5
C.	Students are aware of other campus services	x	x	x			1 2 3 4 5
D.	Meets classes as scheduled	x	x	x		x	1 2 3 4 5
E.	Develops alternative plans for pre-arranged absences	x	x	x		x	1 2 3 4 5
F.	Submits grades/records/reports accurately and on time		x	x		x	1 2 3 4 5

COMMENTS: _____

TACOMA COMMUNITY COLLEGE, COUNSELOR EVALUATION
TEACHING, continued, Page 7 (Draft 12-5-88)

INSTRUCTIONS: Circle rating according to the means of evaluation
RATING SCALE: 1=Inadequate 2= Needs Improvement 3=Acceptable
4=Good 5=Outstanding

	Means of Evaluation: STUDENT	SELF	TCC PEER	OUTSIDE PEER	ADMINISTRATOR	RATING				
II. TEACHING EVALUATION										
A. Relates exam questions to major areas of course content	x	x	x		x	1	2	3	4	5
B. Relates required paprs/reprts/prjcts to course content	x	x	x		x	1	2	3	4	5
C. Annotates paper/reports etc.; student understands grade	x	x	x		x	1	2	3	4	5
D. Keeps student informed of their progress	x	x	x		x	1	2	3	4	5
E. Discusses w/other faculty discipline standards used		x	x		x	1	2	3	4	5
F. Examination questions are understandable/clear	x	x	x		x	1	2	3	4	5

COMMENTS: _____

_____

_____

GOVERNANCE

I. CONTRIBUTES TO DIVISIONAL & INSTITUTIONAL GOALS/OBJECTIVES		x	x		x	1	2	3	4	5
II. PARTICIPATES IN DEPARTMENT AND DIVISION ACTIVITIES		x	x		x	1	2	3	4	5
III. PARTICIPATES IN/ CHAIRS COLLEGE ADVISORY COMMS/PROJECTS		x	x		x	1	2	3	4	5
IV. PERFORMS ROUTINE RECORDKEEPING DUTIES CORRECTLY AND ON TIME		x			x	1	2	3	4	5

COMMENTS: _____

_____

_____

V. COORDINATES PROGRAMS										
A. Performs department chair responsibilities		x	x		x	1	2	3	4	5
B. Performs peer counseling program responsibilities		x	x		x	1	2	3	4	5
C. Other		x	x		x	1	2	3	4	5

COMMENTS: _____

_____

_____

INSTRUCTIONS: Circle rating according to the means of evaluation
RATING SCALE: 1=Inadequate 2= Needs Improvement 3=Acceptable 4=Good 5=Outstanding

Means of Evaluation

SERVICE TO COLLEGE AND COMMUNITY

		STUDENT	SELF	TCC PEER	OUTSIDE PEER	ADMINISTRATOR	RATING
I.	SERVES AS ADVISOR TO STUDENT ORGANIZATIONS		x			x	1 2 3 4 5
II.	ASSISTS STUDENTS COORDINATION/PROMOTION OF ACTIVITIES		x			x	1 2 3 4 5
III.	SERVES IN COMMUNITY GROUPS AS COLLEGE REPRESENTATIVE		x			x	1 2 3 4 5
IV.	HOLDS MEMBSHP/OFFIC IN LOCAL/STATE/REGIONAL ORGANIZATIONS		x			x	1 2 3 4 5
V.	ORGANIZES/PARTICIPATES IN PUBLIC FORUMS/WRKSHPS/LECTURES		x			x	1 2 3 4 5

COMMENTS: _____

_____

_____

RESEARCH
(Optional Area)

FACILITATES/PARTICIPATES IN ACTION TO IMPROVE SERVICES

		STUDENT	SELF	TCC PEER	OUTSIDE PEER	ADMINISTRATOR	RATING
A.	Identifies areas/problems to be researched		x	x	x	x	1 2 3 4 5
B.	Suggests valid research designs		x	x	x	x	1 2 3 4 5
C.	Accurately interprets results of campus research		x	x	x	x	1 2 3 4 5

COMMENTS: _____

_____

_____

NOTE: This Matrix identifies the criteria which may be directly observed or assessed by the different participants in the evaluation process.

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APPENDIX C

STUDENT EVALUATION INSTRUMENTS
(To be used with SCANTRON form--sample attached)

COUNSELING SERVICES EVALUATION

Strongly Agree A---B---C---D Strongly Disagree
E---Does Not Apply

1. The counselor assisted me to resolve a difficulty I had with a faculty or staff member at the college.

2. The counselor referred me to resources appropriate to my specific needs.

3. The counselor helped me understand and utilize an outside agen.cy (e.g., DSHS, DVR, the court system).

4. The counselor was able to see me when I needed help.

5. The counselor showed respect for me as an individual.

6. The counselor enabled me to freely express feelings.

7. The counselor showed real interest in me and my

8. I was able to meet with the counselor in privacy without interruption.

9. The counselor helped me understand my particular problem.

10. The counselor helped me consider various alternatives for dealing with a particular situation.

11. The counselor helped me develop a plan to deal with my situation.

12. The counselor seemed to understand what I was feeling.

13. The counselor encouraged me to believe in and act on my own strengths as a person.

14. The counselor helped me match myself to appropriate careers.

15. The counselor interpreted interest test results in a way that was useful to me.

16. The counselor helped me learn more about career options and professional requirements.

17. The counselor provided information on employment trends.

18. The counselor provided information on job search skills.

****

DIRECTIONS: Darken only one response circle for each item. Indicate as accurately as possible your opinion of the counselor's assistance on a scale from A to D where "A" means "Strongly Agree" and "D" means "Strongly Disagree". If you feel the statement "Does Not Apply", or you are not able to give a knowledgeable response, darken circle "E".

INSTRUCTOR EVALUATION

Strongly Agree A---B---C---D Strongly Disagree
E---Does Not Apply

1. The instructor has made clear how he or she will arrive at final grades.
2. The instructor has made course objectives clear.
3. What the instructor taught agreed with the objectives of the course.
4. The instructor is well-prepared for class.
5. The instructor makes efficient use of class time.
6. The instructor gives clear directions for his or her assignments.
7. The instructor's handouts are useful.
8. The instructor includes both theory and application in course content.
9. The instructor relates the course content to student experiences.
10. The instructor speaks clearly.
11. The instructor clearly explains important ideas.
12. The instructor creates an environment conducive to learning.
13. The instructor encourages students to ask appropriate questions and express personal viewpoints.
14. The instructor treats students with respect.
15. The instructor is enthusiastic about the subject.
16. The instructor helps motivate students to improve their performance.
17. The instructor evaluates and returns assignments promptly. **(Questions continued on reverse)**

****

DIRECTIONS: Darken only one response circle for each item. Indicate as accurately as possible your opinion of the instructor's performance in this classssss on a scale from A to D where "A" means "Strongly Agree" and "D" means "Strongly Disagree". If you feel the statement "Does Not Apply", or you are not able to give a knowledgeable response, darken circle "E".

18. Assignments and exams are returned with helpful comments.

19. The instructor meets classes on time and as scheduled.

20. The instructor is available to students outside class.

21. The content of the text is appropriate and generally useful.

22. I would recommend this instructor to other students.

23. Through this class, I have gained a greater understanding of myself.

Please use this space to answer the following as specifically as you can. Whenever possible, use examples.

1. Has the time spent in class been valuable to you? If so, in what way?

2. If you were to make changes in this course, what would they be?

3. What was the instructor's outstanding strength in this class?

4. What would help this person become a better instructor?

STUDENT EVALUATION OF
EDUCATIONAL PLANNING SERVICES

Strongly Agree A---B---C---D Strongly Disagree
E---Does Not Apply

1. The counselor provided useful information on college courses, program requirements, resources, and/or procedures.

2. The counselor helped me to relate my personal values to achieve my objectives.

3. The counselor helped me to develop a plan to achieve my educational objectives.

4. The counselor reviewed with me my academic progress.

5. The counselor gave me advice on overcoming academic problems.

6. The counselor helped me identify classes appropriate to my academic skill level.

7. The counselor was available for advising appointments at times convenient to me.

8. Before signing my degree application, the counselor reviewed my transcript(s) to ensure the degree requirements were met.

****

DIRECTIONS: Darken only one response circle for each item. Indicate as accurately as possible your opinion of the counselor's performance on a scale from A to D where "A" means "Strongly Agree" and "D" means "Strongly Disagree". If you feel the statement "Does Not Apply", or you are not able to give a knowledgeable response, darken circle "E".

STUDENT EVALUATION OF
CAREER & LIFE PLANNING SERVICES
HUMAN RELATIONS

Key: A=always B=frequently C=sometimes D=seldom E=never

1. The instructor clarified his/her expectations for the course.

2. The instructor provided a written outline of the course requirements.

3. The instructor stimulates your interest in the course.

4. The instructor makes learning active for you by stimulating thinking, encouraging participation and questions, and guiding discussion.

5. The instructor makes efficient use of class time.

6. The instructor tries to understand the student's point of view.

7. The instructor is fair in grading practices.

8. The instructor is willing to help students.

9. The instructor provided clear and useful handouts.

10. Class discussions are valuable to you.

11. The instructor is enthusiastic about the course.

12. The relationship between the instructor and student is conducive to your learning.

13. The instructor appeals prepared for class.

14. The instructor provided timely and accurate feedback on my progress.

15. There is agreement between the announced objectives of the course and what is actually taught.

16. The instructor's voice and mannerisms are an aid to learning.

17. The instructor clarified the grading policy for the class.

18. Through the class, I've become more aware of my abilities, interests, self, etc.

****

DIRECTIONS: Darken only one response circle for each item. Indicate as accurately as possible your opinion of the instructor's performance on a scale from A to E where "A" means "Always" and "E" means "Never".

Please use this space for written comments.

Has the time spent in class been valuable to you? If so, in what way?

If you were to make changes in this course, what would they be?

What do you think of this instructor's outstanding strength?

What do you think is this instructor's main weakness?

(1) (2) (3) (5)
(T) (F)

26 (A) (B) (C) (D) (E)
27 (A) (B) (C) (D) (E)
28 (A) (B) (C) (D) (E)
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45 (A) (B) (C) (D) (E)
46 (A) (B) (C) (D) (E)
47 (A) (B) (C) (D) (E)
48 (A) (B) (C) (D) (E)
49 (A) (B) (C) (D) (E)
50 (A) (B) (C) (D) (E)

FEED THIS DIRECTION

APPENDIX D

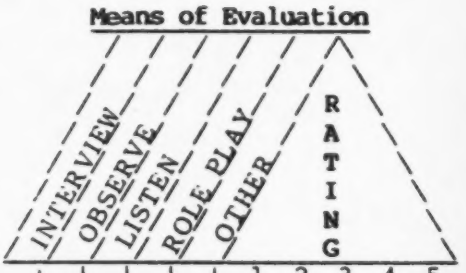
TCC PEER EVALUATION

APPENDIX D

TACOMA COMMUNITY COLLEGE

TCC PEER EVALUATION
of Counseling

INSTRUCTIONS: Circle rating according to the means of evaluation
RATING SCALE: 1=Inadequate 2= Needs Improvement 3=Acceptable
4=Good 5=Outstanding



GROUP AND INDIVIDUAL COUNSELING

I. PROPER ENVIRONMENT

A. Psychological Environment

1.	Demonstrates respect					1	2	3	4	5
2.	Accessible					1	2	3	4	5
3.	Fosters expression					1	2	3	4	5
4.	Demonstrates concern					1	2	3	4	5
5.	Differentiates between self & client needs					1	2	3	4	5

B. Physical Environment

1.	Provides privacy (intrusion-free)					1	2	3	4	5
2.	Few barriers (seating/furniture arrangement)					1	2	3	4	5
3.	Few distractions (papers, posters, radios)					1	2	3	4	5
4.	Resources readily available (catalog, testing data)					1	2	3	4	5
5.	Maintains convenient office hours					1	2	3	4	5

COMMENTS: _____

_____

_____

II. EFFECTIVE COUNSELING RELATIONSHIP

A. Listening, Verbalizing, and Clarifying

1.	Paraphrases counselee's comments					1	2	3	4	5
2.	Asks questions for verbal/non-verbal communication					1	2	3	4	5
3.	Summarizes counselee's verbal messages					1	2	3	4	5
4.	Checks to perceive counselee's feelings					1	2	3	4	5

B. Relate, Analyze, Synthesize, Integrate Goals/Values

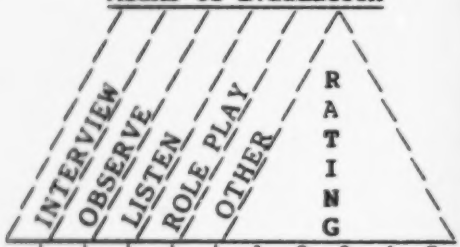
1.	Helps counselee define problem					1	2	3	4	5
2.	Supports counselee's efforts to weigh alternatives					1	2	3	4	5
3.	Assists counselee develop action plan					1	2	3	4	5

C. Maintains Empathy Rather Than Sympathy

1.	Understanding of counselee's feelings					1	2	3	4	5
2.	Belief in counselee's independent action					1	2	3	4	5

INSTRUCTIONS: Circle rating according to the means of evaluation
RATING SCALE: 1=Inadequate 2= Needs Improvement 3=Acceptable
4=Good 5=Outstanding

Means of Evaluation



EFFECTIVE COUNSELING RELATIONSHIP (continued)

D. **Modifies Techniques to Meet Needs**
1. Replies in terminology used by counselee — 1 2 3 4 5
2. Avoids frequent use of professional/technical terms — 1 2 3 4 5
3. Confronts counselee with examples of behavior — 1 2 3 4 5
4. Provides crisis counseling — 1 2 3 4 5
5. Confronts counselee's expressions of feeling — 1 2 3 4 5
6. Honestly reports own feelings — 1 2 3 4 5

COMMENTS: _____

III. PROVIDES RATIONALE FOR COUNSELING PROCEDURES

A. **Identifies counseling techniques/provides support** — 1 2 3 4 5
B. **Illustrates stated philosophy w/ counseling practice** — 1 2 3 4 5

COMMENTS: _____

IV. HELPS IDENTIFY & PLAN VOCATIONAL GOALS CONSISTENT W/ LIFE

A. **Helps Identify Self-Determined Goals**
1. Helps understand/integrate values, interests, etc. — 1 2 3 4 5
2. Effectively uses evaluation instruments/activities — 1 2 3 4 5
3. Accurately/clearly interprets interest/aptitude — 1 2 3 4 5
4. Reviews/evaluates career guidance instruments — 1 2 3 4 5
5. Helps utilize resources on careers — 1 2 3 4 5

B. **Helps Develop/Implement Appropriate Employment Plans**
1. Provides information on employment trends — 1 2 3 4 5

COMMENTS: _____

TACOMA COMMUNITY COLLEGE, TCC PEER EVALUATION
Page 3

INSTRUCTIONS: Circle rating according to the means of evaluation
RATING SCALE: 1=Inadequate 2= Needs Improvement 3=Acceptable
4=Good 5=Outstanding

Means of Evaluation

	INTERVIEW	OBSERVE	LISTEN	ROLE PLAY	OTHER	RATING
EDUCATIONAL PLANNING AND ADVISING						
I. HELPS STUDENT UNDERSTAND AND UTILIZE THE COLLEGE SYSTEM						
A. Provides information to student about college programs						1 2 3 4 5
B. Assists students to develop academic/voc programs						1 2 3 4 5
C. Refers students to college services relevant to needs						1 2 3 4 5

COMMENTS: _____

_____

_____

II. HELPS COUNSELEES DEFINE & ACHIEVE EDUCATIONAL GOALS

A. Helps counselee understand/integrate values, interests						1 2 3 4 5
B. Reviews academic progress						1 2 3 4 5
C. Assists with academic problems						1 2 3 4 5
D. Effectively uses placement evaluation instruments						1 2 3 4 5
E. Available for advising appointments at convenient times						1 2 3 4 5
F. Reviews degree requirements before signing applications						1 2 3 4 5

COMMENTS: _____

N _____

_____

CONSULTATION

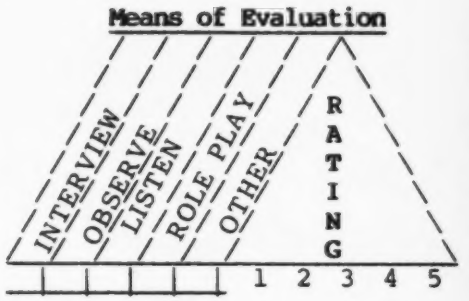
I. INTERPRETS INFORMATION TO COLLEGE FACULTY AND STAFF						1 2 3 4 5

COMMENTS: _____

_____

_____

INSTRUCTIONS: Circle rating according to the means of evaluation
RATING SCALE: 1=Inadequate 2= Needs Improvement 3=Acceptable
4=Good 5=Outstanding



CONSULTATION
(continued)

II. CONSULTS WITH INDIVIDUALS AND GROUPS

Attempts to resolve difficulties/issues of referrals 1 2 3 4 5

COMMENTS: _____

_____

_____

III. PROVIDES SERVICES TO SPECIAL STUDENT POPULATIONS

A. Assists w/needs identification, evaluation, referral 1 2 3 4 5
B. Assists w/development of programs, services, changes 1 2 3 4 5
C. Familiar w/information on service agencies 1 2 3 4 5

COMMENTS: _____

_____

_____

IV. ACTS AS ACTIVE ADVOCATE FOR COUNSELEES

A. Represents students' perspective 1 2 3 4 5
B. Helps counselees utilize outside agencies 1 2 3 4 5

COMMENTS: _____

_____

_____

INSTRUCTIONS: Circle rating according to the means of evaluation
RATING SCALE: 1=Inadequate 2= Needs Improvement 3=Acceptable 4=Good 5=Outstanding

ETHICAL AND LEGAL STANDARDS

DEMONSTRATES KNOWLEDGE OF ETHICAL AND LEGAL STANDARDS

		Means of Evaluation					RATING
		INTERVIEW	OBSERVE	LISTEN	ROLE PLAY	OTHER	
A.	Performs professional duties within ethical standards						1 2 3 4 5
B.	Accesses information on regulations & laws						1 2 3 4 5
C.	Accurately articulates college policies						1 2 3 4 5

COMMENTS: _____

_____

_____

PERSONAL AND PROFESSIONAL DEVELOPMENT

I. DEMONSTRATES SELF-UNDERSTANDING AND CONFIDENCE

A.	Recognizes own values						1 2 3 4 5
B.	Solicits feedback or suggestions						1 2 3 4 5
C.	Deals objectively with constructive feedback						1 2 3 4 5
D.	Maintains effective working relationships						1 2 3 4 5

COMMENTS: _____

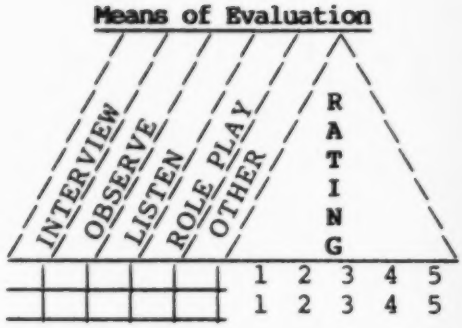
_____

_____

II. WILLINGNESS TO ENHANCE PROFESSIONAL DEVELOPMENT

A.	Participates in academic courses, seminars, etc.						1 2 3 4 5
B.	Participates in staff development activities						1 2 3 4 5
C.	Attends professional meetings/conferences, etc.						1 2 3 4 5
D.	Files an approved professional development plan						1 2 3 4 5
E.	Makes progress toward achieving objectives						1 2 3 4 5
F.	Active in professional organizations						1 2 3 4 5
G.	Reads professional journals/current literature						1 2 3 4 5
H.	Contributes to profession through publishing, etc.						1 2 3 4 5
I.	Discusses/observes counseling methods with peers						1 2 3 4 5
J.	Exchanges ideas w/colleagues to improve student learning						1 2 3 4 5
K.	Receives professional recognition (awards/honors)						1 2 3 4 5
L.	Consults appropriate resources as professional						1 2 3 4 5

INSTRUCTIONS: Circle rating according to the means of evaluation
RATING SCALE: 1=Inadequate 2= Needs Improvement 3=Acceptable
4=Good 5=Outstanding



WILLINGNESS TO ENHANCE PROFESSIONAL DEVELOPMENT (continued)

M. Assists others with professional growth 1 2 3 4 5
N. Knows counseling research & uses research results 1 2 3 4 5

COMMENTS: _____

TEACHING

I. TEACHING PREPARATION 1 2 3 4 5

COMMENTS: _____

II. TEACHING IMPLEMENTATION 1 2 3 4 5

COMMENTS: _____

III. TEACHING MANAGEMENT 1 2 3 4 5

COMMENTS: _____

APPENDIX E

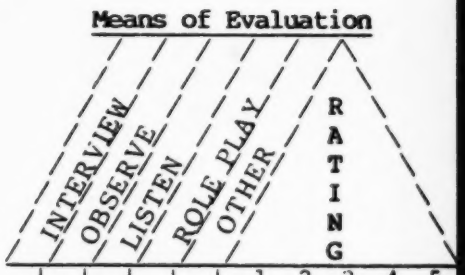
OUTSIDE PEER EVALUATION

APPENDIX E

TACOMA COMMUNITY COLLEGE

OUTSIDE PEER EVALUATION
Of Counseling

INSTRUCTIONS: Circle rating according to the means of evaluation
RATING SCALE: 1=Inadequate 2= Needs Improvement 3=Acceptable
4=Good 5=Outstanding



GROUP AND INDIVIDUAL COUNSELING

I. PROPER ENVIRONMENT

A. **Psychological Environment**
1. Fosters expression — 1 2 3 4 5
2. Demonstrates concern — 1 2 3 4 5

B. **Physical Environment**
1. Provides privacy (intrusion-free) — 1 2 3 4 5
2. Few barriers (seating/furniture arrangement) — 1 2 3 4 5
3. Few distractions (papers, posters, radios) — 1 2 3 4 5
4. Resources readily available (catalog, testing data) — 1 2 3 4 5

COMMENTS: _____

_____

_____

II. EFFECTIVE COUNSELING RELATIONSHIP

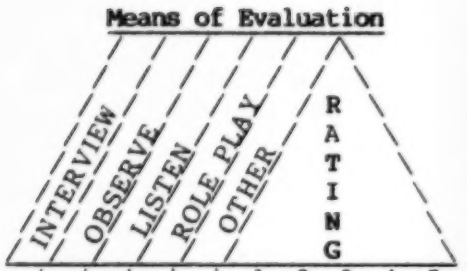
A. **Listening, Verbalizing, and Clarifying**
1. Paraphrases counselee's comments — 1 2 3 4 5
2. Asks questions for verbal/non-verbal communication — 1 2 3 4 5
3. Summarizes counselee's verbal messages — 1 2 3 4 5
4. Checks to perceive counselee's feelings — 1 2 3 4 5

B. **Relates, Analyzes, Synthesizes, Integrates Goals/Values**
1. Helps counselee define problem — 1 2 3 4 5
2. Supports counselee's efforts to weigh alternatives — 1 2 3 4 5
3. Assists counselee develop action plan — 1 2 3 4 5

C. **Maintains Empathy Rather Than Sympathy**
1. Understanding of counselee's feelings — 1 2 3 4 5
2. Belief in counselee's independent action — 1 2 3 4 5

TACOMA COMMUNITY COLLEGE, OUTSIDE PEER EVALUATION,
GROUP AND INDIVIDUAL COUNSELING, Page 2

INSTRUCTIONS: Circle rating according to the means of evaluation
RATING SCALE: 1=Inadequate 2= Needs Improvement 3=Acceptable
4=Good 5=Outstanding



EFFECTIVE COUNSELING RELATIONSHIP
(continued)

D. Modifies Techniques to Meet Needs

1.	Replies in terminology used by counselee					1	2	3	4	5
2.	Avoids frequent use of professional/technical terms					1	2	3	4	5
3.	Confronts counselee with examples of behavior					1	2	3	4	5
4.	Provides crisis counseling					1	2	3	4	5
5.	Confronts counselee's expressions of feeling					1	2	3	4	5
6.	Honestly reports own feelings					1	2	3	4	5

COMMENTS: _____

_____

_____

III. PROVIDES RATIONALE FOR COUNSELING PROCEDURES

A.	Identifies counseling techniques/provides support					1	2	3	4	5
B.	Illustrates stated philosophy w/ counseling practice					1	2	3	4	5

IV. HELPS IDENTIFY & PLAN VOCATIONAL GOALS CONSISTENT W/ LIFE

Helps Identify Self-Determined Goals

1.	Helps understand/integrate values, interests, etc.					1	2	3	4	5
2.	Accurately/clearly interprets interest/aptitude					1	2	3	4	5

COMMENTS: _____

_____

_____

TACOMA COMMUNITY COLLEGE, OUTSIDE PEER EVALUATION
Page 3

INSTRUCTIONS: Circle rating according to the means of evaluation
RATING SCALE: 1=Inadequate 2= Needs Improvement 3=Acceptable
4=Good 5=Outstanding

EDUCATIONAL PLANNING AND ADVISING

Means of Evaluation

	INTERVIEW	OBSERVE	LISTEN	ROLE PLAY	OTHER	RATING
I. HELPS STUDENT UNDERSTAND AND UTILIZE THE COLLEGE SYSTEM						
A. Provides information to student about college programs						1 2 3 4 5
B. Assists students to develop academic/voc programs						1 2 3 4 5
C. Refers students to college services relevant to needs						1 2 3 4 5

COMMENTS: _____

_____

_____

_____

II. HELPS COUNSELEES DEFINE & ACHIEVE EDUCATIONAL GOALS						
A. Helps counselee understand/integrate values, interests						1 2 3 4 5
B. Reviews academic progress						1 2 3 4 5
C. Assists with academic problems						1 2 3 4 5
D. Effectively uses placement evaluation instruments						1 2 3 4 5
E. Available for advising appointments at convenient times						1 2 3 4 5
F. Reviews degree requirements before signing applications						1 2 3 4 5

COMMENTS: _____

_____

_____

TACOMA COMMUNITY COLLEGE, OUTSIDE PEER EVALUATION

INSTRUCTIONS: Circle rating according to the means of evaluation
RATING SCALE: 1=Inadequate 2= Needs Improvement 3=Acceptable
4=Good 5=Outstanding

Means of Evaluation

ETHICAL AND LEGAL STANDARDS

DEMONSTRATES KNOWLEDGE OF ETHICAL AND LEGAL STANDARDS

	INTERVIEW	OBSERVE	LISTEN	ROLE PLAY	OTHER	RATING
A. Performs professional duties within ethical standards						1 2 3 4 5
B. Accesses information on regulations & laws						1 2 3 4 5
C. Accurately articulates college policies						1 2 3 4 5

COMMENTS: _____

PERSONAL AND PROFESSIONAL DEVELOPMENT

I. DEMONSTRATES SELF-UNDERSTANDING AND CONFIDENCE

A. Recognizes own values						1 2 3 4 5
B. Solicits feedback or suggestions						1 2 3 4 5
C. Deals objectively with constructive feedback						1 2 3 4 5
D. Maintains effective working relationships						1 2 3 4 5

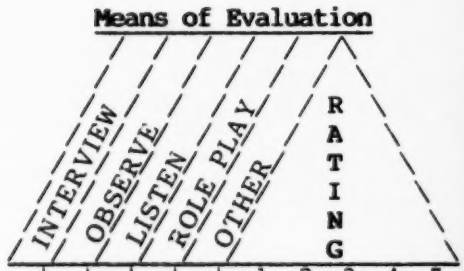
COMMENTS: _____

II. WILLINGNESS TO ENHANCE PROFESSIONAL DEVELOPMENT

A. Participates in academic courses, seminars, etc.						1 2 3 4 5
B. Participates in staff development activities						1 2 3 4 5
C. Attends professional meetings/conferences, etc.						1 2 3 4 5
D. Files an approved professional development plan						1 2 3 4 5
E. Makes progress toward achieving objectives						1 2 3 4 5
F. Active in professional organizations						1 2 3 4 5
G. Reads professional journals/current literature						1 2 3 4 5
H. Contributes to profession through publishing, etc.						1 2 3 4 5
I. Discusses/observes counseling methods with peers						1 2 3 4 5
J. Exchanges ideas w/colleagues to improve student learning						1 2 3 4 5
K. Receives professional recognition (awards/honors)						1 2 3 4 5

TACOMA COMMUNITY COLLEGE, OUTSIDE PEER EVALUATION
Page 5

INSTRUCTIONS: Circle rating according to the means of evaluation
RATING SCALE: 1=Inadequate 2= Needs Improvement 3=Acceptable
4=Good 5=Outstanding



WILLINGNESS TO ENHANCE PROFESSIONAL DEVELOPMENT
(continued)

L.	Consults appropriate resources as professional					1	2	3	4	5
M.	Assists others with professional growth					1	2	3	4	5
N.	Knows counseling research & uses research results					1	2	3	4	5

COMMENTS: _____

_____

_____

GOVERNANCE

I.	CONTRIBUTES TO DIVISIONAL & INSTITUTIONAL GOALS/OBJECTIVES					1	2	3	4	5
II.	PARTICIPATES IN DEPARTMENT AND DIVISION ACTIVITIES					1	2	3	4	5
III.	PARTICIPATES IN/ CHAIRS COLLEGE ADVISORY COMMS/PROJECTS					1	2	3	4	5
IV.	PERFORMS ROUTINE RECORDKEEPING DUTIES CORRECTLY AND ON TIME					1	2	3	4	5

COMMENTS: _____

_____

_____

V. COORDINATES PROGRAMS

A.	Performs department chair responsibilities					1	2	3	4	5
B.	Performs peer counseling program responsibilities					1	2	3	4	5
C.	Other					1	2	3	4	5

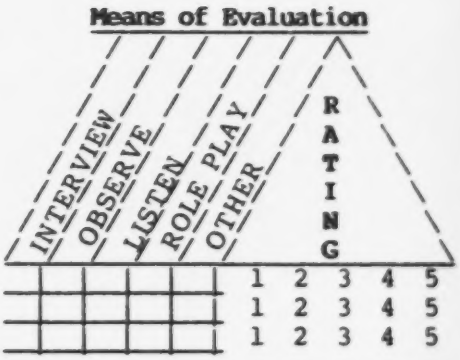
COMMENTS: _____

_____

_____

INSTRUCTIONS: Circle rating according to the means of evaluation
RATING SCALE: 1=Inadequate 2= Needs Improvement 3=Acceptable
4=Good 5=Outstanding

RESEARCH (optional area)



FACILITATES/PARTICIPATES IN ACTION TO IMPROVE SERVICES

A. Identifies areas/problems to be researched
B. Suggests valid research designs
C. Accurately interprets results of campus research

COMMENTS: _____

NOTE: This matrix identifies the criteria which may be directly observed or assessed by the different participants in the evaluation process.

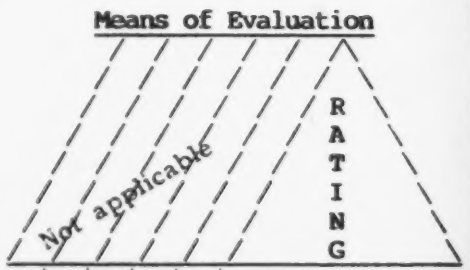
APPENDIX F

COUNSELOR SELF-EVALUATION

APPENDIX F

TACOMA COMMUNITY COLLEGE
COUNSELOR SELF-EVALUATION

INSTRUCTIONS: Circle rating according to the means of evaluation
RATING SCALE: 1=Inadequate 2= Needs Improvement 3=Acceptable 4=Good 5=Outstanding



GROUP AND INDIVIDUAL COUNSELING

I.	**PROPER ENVIRONMENT**									
	A. Psychological Environment									
	1. Demonstrates respect					1	2	3	4	5
	2. Accessible					1	2	3	4	5
	3. Fosters expression					1	2	3	4	5
	4. Demonstrates concern					1	2	3	4	5
	5. Differentiates between self & client needs					1	2	3	4	5
	B. Physical Environment									
	1. Provides privacy (intrusion-free)					1	2	3	4	5
	2. Few barriers (seating/furniture arrangement)					1	2	3	4	5
	3. Few distractions (papers, posters, radios)					1	2	3	4	5
	4. Resources readily available (catalog, testing data)					1	2	3	4	5
	5. Maintains convenient office hours					1	2	3	4	5

COMMENTS: _____

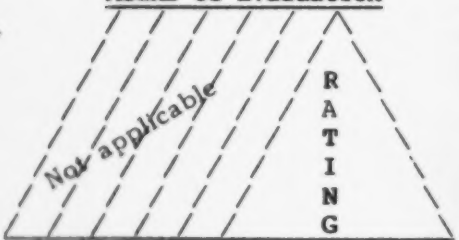
_____

_____

II.	**EFFECTIVE COUNSELING RELATIONSHIP**									
	A. Listening, Verbalizing, and Clarifying									
	1. Paraphrases counselee's comments					1	2	3	4	5
	2. Asks questions for verbal/non-verbal communication					1	2	3	4	5
	3. Summarizes counselee's verbal messages					1	2	3	4	5
	4. Checks to perceive counselee's feelings					1	2	3	4	5
	B. Relate, Analyze, Synthesize, Integrate Goals/Values									
	1. Helps counselee define problem					1	2	3	4	5
	2. Supports counselee's efforts to weigh alternatives					1	2	3	4	5
	3. Assists counselee develop action plan					1	2	3	4	5
	C. Maintains Empathy Rather Than Sympathy									
	1. Understanding of counselee's feelings					1	2	3	4	5
	2. Belief in counselee's independent action					1	2	3	4	5

INSTRUCTIONS: Circle rating according to the means of evaluation
RATING SCALE: 1=Inadequate 2= Needs Improvement 3=Acceptable
4=Good 5=Outstanding

Means of Evaluation



EFFECTIVE COUNSELING RELATIONSHIP
(continued)

D. Modifies Techniques to Meet Needs

1.	Replies in terminology used by counselee					1	2	3	4	5
2.	Avoids frequent use of professional/technical terms					1	2	3	4	5
3.	Confronts counselee with examples of behavior					1	2	3	4	5
4.	Provides crisis counseling					1	2	3	4	5
5.	Confronts counselee's expressions of feeling					1	2	3	4	5
6.	Honestly reports own feelings					1	2	3	4	5

COMMENTS: _____

_____

_____

III. PROVIDES RATIONALE FOR COUNSELING PROCEDURES

A.	Identifies counseling techniques/provides support					1	2	3	4	5
B.	Illustrates stated philosophy w/ counseling practice					1	2	3	4	5

IV. HELPS IDENTIFY & PLAN VOCATIONAL GOALS CONSISTENT W/ LIFE

A. Helps Identify Self-Determined Goals

1.	Helps understand/integrate values, interests, etc.					1	2	3	4	5
2.	Effectively uses evaluation instruments/activities					1	2	3	4	5
3.	Accurately/clearly interprets interest/aptitude					1	2	3	4	5
4.	Reviews/evaluates career guidance instruments					1	2	3	4	5
5.	Helps utilize resources on careers					1	2	3	4	5

B. Helps Develop/Implement Appropriate Employment Plans

1.	Provides information on employment trends					1	2	3	4	5
2.	Provides information for obtaining employment					1	2	3	4	5

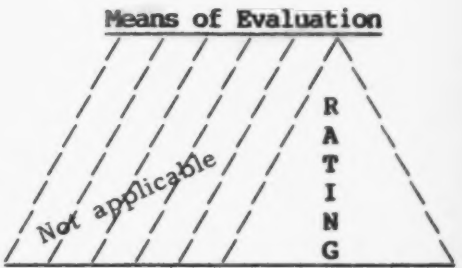
COMMENTS: _____

_____

_____

TACOMA COMMUNITY COLLEGE, COUNSELOR SELF-EVALUATION

INSTRUCTIONS: Circle rating according to the means of evaluation
RATING SCALE: 1=Inadequate 2= Needs Improvement 3=Acceptable
4=Good 5=Outstanding



EDUCATIONAL PLANNING AND ADVISING

I. HELPS STUDENT UNDERSTAND AND UTILIZE THE COLLEGE SYSTEM

A. Provides information to student about college programs 1 2 3 4 5
B. Assists students to develop academic/voc programs 1 2 3 4 5
C. Refers students to college services relevant to needs 1 2 3 4 5

II. HELPS COUNSELEES DEFINE & ACHIEVE EDUCATIONAL GOALS

A. Helps counselee understand/integrate values, interests 1 2 3 4 5
B. Reviews academic progress 1 2 3 4 5
C. Assists with academic problems 1 2 3 4 5
D. Effectively uses placement evaluation instruments 1 2 3 4 5
E. Available for advising appointments at convenient times 1 2 3 4 5
F. Reviews degree requirements before signing applications 1 2 3 4 5

CONSULTATION

I. INTERPRETS INFORMATION TO COLLEGE FACULTY AND STAFF 1 2 3 4 5

II. CONSULTS WITH INDIVIDUALS AND GROUPS

A. Attempt to resolve difficulties/issues of referrals 1 2 3 4 5
B. Provide timely/appropriate feedback to all involved 1 2 3 4 5

III. PROVIDES SERVICES TO SPECIAL STUDENT POPULATIONS

A. Assist w/needs identification, evaluation, referral 1 2 3 4 5
B. Assist w/development of programs, services, changes 1 2 3 4 5
C. Familiar w/information on service agencies 1 2 3 4 5

IV. ACTS AS ACTIVE ADVOCATE FOR COUNSELEES

A. Represents students' perspective 1 2 3 4 5
B. Helps counselees utilize outside agencies 1 2 3 4 5
C. Represents students' view re: college policy/procedure 1 2 3 4 5

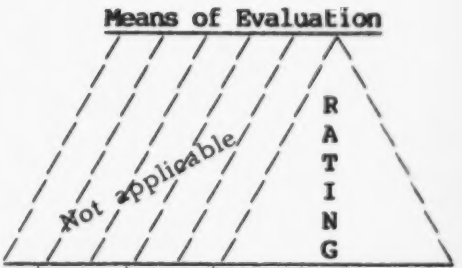
COMMENTS: _____

_____

_____

TACOMA COMMUNITY COLLEGE, COUNSELOR SELF-EVALUATION
Page 4

INSTRUCTIONS: Circle rating according to the means of evaluation
RATING SCALE: 1=Inadequate 2= Needs Improvement 3=Acceptable
4=Good 5=Outstanding



ETHICAL AND LEGAL STANDARDS

DEMONSTRATES KNOWLEDGE OF ETHICAL AND LEGAL STANDARDS

A. Performs professional duties within ethical standards						1	2	3	4	5
B. Accesses information on regulations & laws						1	2	3	4	5
C. Accurately articulates college policies						1	2	3	4	5

COMMENTS: _____

_____

_____

PERSONAL AND PROFESSIONAL DEVELOPMENT

I. DEMONSTRATES SELF-UNDERSTANDING AND CONFIDENCE

A. Recognizes own values						1	2	3	4	5
B. Solicits feedback or suggestions						1	2	3	4	5
C. Deals objectively with constructive feedback						1	2	3	4	5
D. Maintains effective working relationships						1	2	3	4	5

COMMENTS: _____

_____

_____

II. WILLINGNESS TO ENHANCE PROFESSIONAL DEVELOPMENT

A. Participates in academic courses, seminars, etc.						1	2	3	4	5
B. Participates in staff development activities						1	2	3	4	5
C. Attends professional meetings/conferences, etc.						1	2	3	4	5
D. Files an approved professional development plan						1	2	3	4	5
E. Makes progress toward achieving objectives						1	2	3	4	5
F. Active in professional organizations						1	2	3	4	5

COMMENTS: _____

_____

_____

INSTRUCTIONS: Circle rating according to the means of evaluation
RATING SCALE: 1=Inadequate 2= Needs Improvement 3=Acceptable
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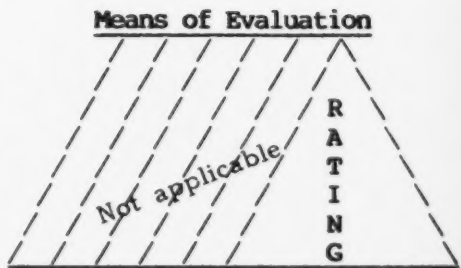

WILLINGNESS TO ENHANCE PROFESSIONAL DEVELOPMENT (continued)

G.	Reads professional journals/current literature					1	2	3	4	5
H.	Contributes to profession through publishing, etc.					1	2	3	4	5
I.	Discusses/observes counseling methods with peers					1	2	3	4	5
J.	Exchanges ideas w/colleagues to improve student learning					1	2	3	4	5
K.	Receives professional recognition (awards/honors)					1	2	3	4	5
L.	Consults appropriate resources as professional					1	2	3	4	5
M.	Assists others with professional growth					1	2	3	4	5
N.	Knows counseling research & uses research results					1	2	3	4	5

COMMENTS: _____

_____

_____

TEACHING

I. TEACHING PREPARATION

A.	**Develops course information sheets containing:**									
	1. Course objectives					1	2	3	4	5
	2. Schedule of major topics					1	2	3	4	5
	3. Schedule of reading assignments					1	2	3	4	5
	4. Exam schedule, unscheduled/make-up exam policy					1	2	3	4	5
	5. Grading policy including Pass/Fail, I's, W's, etc.					1	2	3	4	5
	6. Plagiarism and cheating policies					1	2	3	4	5
	7. Attendance policy					1	2	3	4	5
	8. Other applicable policies and expectations					1	2	3	4	5
B.	Reviews course materials annually/revises objectives					1	2	3	4	5
C.	Learning resources/activities approp for objectives					1	2	3	4	5
D.	Prepares for each class session					1	2	3	4	5
E.	Makes assignments clear					1	2	3	4	5
F.	Develops clear, complete, and useful handouts					1	2	3	4	5

COMMENTS: _____

_____

_____

TACOMA COMMUNITY COLLEGE, COUNSELOR SELF-EVALUATION
TEACHING, continued, Page 6

INSTRUCTIONS: Circle rating according to the means of evaluation
RATING SCALE: 1=Inadequate 2= Needs Improvement 3=Acceptable
4=Good 5=Outstanding

II. TEACHING IMPLEMENTATION

		Means of Evaluation					RATING				
						Not applicable					
A.	Includes theory and applications in course content						1	2	3	4	5
B.	Relates course content to other subject areas						1	2	3	4	5
C.	Ensures course content relates with stated objectives						1	2	3	4	5
D.	Relates assignments to course content						1	2	3	4	5
E.	Demonstrates broad, accurate, up-to-date knowledge						1	2	3	4	5
F.	Modifies teaching technique/accommodates class variables						1	2	3	4	5
G.	Teach at level appropriate to the course						1	2	3	4	5
H.	Makes good use of class time to achieve objectives						1	2	3	4	5
I.	Speaks distinctly w/sufficient volume/appropriate speed						1	2	3	4	5
J.	Clearly explains important ideas						1	2	3	4	5
K.	Promotes student conduct conducive to learning						1	2	3	4	5
L.	Uses college/community resources as applicable						1	2	3	4	5
M.	Ensures freedom to ask appropriate questions/expressions						1	2	3	4	5
N.	Treats students with respect						1	2	3	4	5
O.	Shows interest/enthusiasm in teaching course						1	2	3	4	5
P.	Perceived by students: accessible/friendly/approachable						1	2	3	4	5
Q.	Relates course content to experiences of students						1	2	3	4	5
R.	Effectively uses applicable audio-visual/teaching aids						1	2	3	4	5
S.	Motivates students to try to improve performance						1	2	3	4	5

COMMENTS: _____

_____

_____

III. TEACHING MANAGEMENT

A.	Keeps current and accurate records of student progress						1	2	3	4	5
B.	Evaluates/returns assignments w/in reasonable time						1	2	3	4	5
C.	Students are aware of other campus services						1	2	3	4	5
D.	Meets classes as scheduled						1	2	3	4	5
E.	Develops alternative plans for pre-arranged absences						1	2	3	4	5
F.	Submits grades/records/reports accurately and on time						1	2	3	4	5

COMMENTS: _____

_____

_____

TACOMA COMMUNITY COLLEGE, COUNSELOR SELF-EVALUATION
TEACHING, continued, Page 7

INSTRUCTIONS: Circle rating according to the means of evaluation
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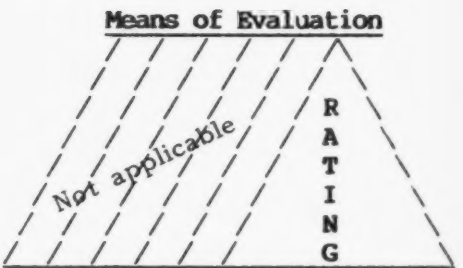

II. TEACHING EVALUATION

A.	Relates exam questions to major areas of course content					1	2	3	4	5
B.	Relates required paprs/reprts/prjcts to course content					1	2	3	4	5
C.	Annotates paper/reports etc.; student understands grade					1	2	3	4	5
D.	Keeps student informed of their progress					1	2	3	4	5
E.	Discusses w/other faculty discipline standards used					1	2	3	4	5
F.	Examination questions are understandable/clear					1	2	3	4	5

COMMENTS: _____

_____

_____

GOVERNANCE

I.	CONTRIBUTES TO DIVISIONAL & INSTITUTIONAL GOALS/OBJECTIVES					1	2	3	4	5
II.	PARTICIPATES IN DEPARTMENT AND DIVISION ACTIVITIES					1	2	3	4	5
III.	PARTICIPATES IN/ CHAIRS COLLEGE ADVISORY COMMS/PROJECTS					1	2	3	4	5
IV.	PERFORMS ROUTINE RECORDKEEPING DUTIES CORRECTLY AND ON TIME					1	2	3	4	5

COMMENTS: _____

_____

_____

V. COORDINATES PROGRAMS

A.	Performs department chair responsibilities					1	2	3	4	5
B.	Performs peer counseling program responsibilities					1	2	3	4	5
C.	Other					1	2	3	4	5

COMMENTS: _____

_____

_____

TACOMA COMMUNITY COLLEGE, COUNSELOR SELF-EVALUATION
Page 8

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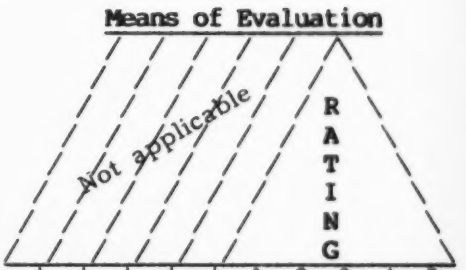

SERVICE TO COLLEGE AND COMMUNITY

I.	SERVES AS ADVISOR TO STUDENT ORGANIZATIONS	1 2 3 4 5
II.	ASSISTS STUDENTS COORDINATION/PROMOTION OF ACTIVITIES	1 2 3 4 5
III.	SERVES IN COMMUNITY GROUPS AS COLLEGE REPRESENTATIVE	1 2 3 4 5
IV.	HOLDS MEMBSHP/OFFIC IN LOCAL/STATE/REGIONAL ORGANIZATIONS	1 2 3 4 5
V.	ORGANIZES/PARTICIPATES IN PUBLIC FORUMS/WRKSHPS/LECTURES	1 2 3 4 5

COMMENTS: _____

_____

_____

RESEARCH
(Optional Area)

FACILITATES/PARTICIPATES IN ACTION TO IMPROVE SERVICES

A.	Identifies areas/problems to be researched	1 2 3 4 5
B.	Suggests valid research designs	1 2 3 4 5
C.	Accurately interprets results of campus research	1 2 3 4 5

COMMENTS: _____

_____

_____

NOTE: This Matrix identifies the criteria which may be directly observed or assessed by the different participants in the evaluation process.

pd: 12/5/88
rev. 12/15/88 ta:counev

APPENDIX G

ADMINISTRATOR'S EVALUATION OF COUNELOR

APPENDIX G

TACOMA COMMUNITY COLLEGE

ADMINISTRATOR'S EVALUATION OF COUNSELOR

The following criteria represent those expectations of counselors that are appropriate for review by the immediate supervisor. Each criteria should be addressed in writing rather than be given a numerical rating.

In compiling this evaluation, the administrator will rely on observations, as well as review and synthesis of the results of the counselor's self-evaluation, the peer evaluations, student evaluations, and other pertinent data.

GROUP AND INDIVIDUAL COUNSELING

1. The counselor maintains the proper pyschological and physical environments for counseling sessions.

2. The counselor demonstates effective counseling skills, including communicating effectively and empathetically, helping counselees be self-directive, and modifying counseling techniques as needed.

3. The counselor is able to provide a rationale for counseling techniques used and counseling techniques are congruent with philosophy.

4. The counselor helps counselees identify and plan for vocational goals consistent with life goals.

EDUCATIONAL PLANNING AND ADVISING

1. The counselor helps students understand and utilize the college system and services.

2. The counselor helps counselees define and achieve educational goals.

CONSULTATION

1. The counselor interprets student, programs, and research findings to faculty and staff as needed.

2. When consulted, the counselor assists faculty and students to achieve resolution of difficulties.

3. The counselor provides counseling and referral services to students with special needs.

4. The counselor is an active advocate for students and represents the student's point of view in the development of college policies and procedures.

RESEARCH

The counselor is involved in action or field research and demonstrates knowledge of relevant counseling and guidance research.

ETHICAL AND LEGAL STANDARDS

The counselor provides counseling services consistent with ethical and legal standards.

PERSONAL AND PROFESSIONAL QUALITIES

1. The counselor strives to improve performance and maintains effective working relationships.

2. The counselor takes steps to enhance his/her professional development.

TEACHING

1. The counselor prepares effectively and thoroughly for teaching career development and human services classes.

2. The counselor is an effective classroom instructor.

3. The counselor demonstrates effective organizational and recordkeeping activities which are part of the instructional process.

4. The counselor effectively evaluates students' classroom performance.

GOVERNANCE

The counselor demonstrates a professional commitment beyond instruction and counseling activities by participating in departmental and division meetings as well as serving on college committees and helping with special projects.

SERVICE TO COLLEGE AND COMMUNITY

The counselor participates in activities which benefit the college or community, such as advising student organizations, serving on community groups, or presenting workshops.

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